**K-5 Math Lesson Plan**

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| **Teacher: Natsis, Anderson, Austin, Benson** | | | **Grade: K** | | | **Date(s)**: |
| **Unit Title:** Know number names and the count sequence. | | | | **Corresponding Unit Task:** K.CC.2 Count forward beginning from a given number within the known sequence. | | |
| **Essential Question(s):** What does a number represent? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**   * Book: Ten Black Dots. * black dots * work mat | | **Student:**   * Individual work mats * 5 black dots | | | count | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**   * K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). * K. CC. 3 Write numbers 0-20. Represent a number of objects with a written numeral 0-20 with 0 representing a count of no objects. * K. CC. 1 Count to 100 by ones and tens. | | | | | |
| **I Can Statement(s):**   * I can count from 0-5. * I can represent the numbers 0-5 with objects. * I can match numbers to objects 0-5. * I can name the numbers 0-5 when it’s shown to me. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Read aloud Ten Black Dots by Donald Crews. This will provide a visual teaching of one-to-one correspondence for not only the numbers 0-5, but 6-10. | | | | | |
| **Teacher Directed:** Teacher will lead students through activating strategy activities.Next, teacher will lead students through a short whole-group lesson focusing on the concept of counting 0-5. The teacher will demonstrate how to represent numbers 0-5. Example, the teacher will show the number 2 and then she will pull down two black dots and place them on her work mat. Teacher will count as she places the dots on her work mat. Teacher will then repeat using different numbers. | | | | | |
| **Guided Practice:** Teacher will allow students to come up and show the given number on her work mat. | | | | | |
| **Independent Practice:** Each student will begiven a work mat and five black dots. The teacher will hold up a number and then verbally say its name. The children will then manipulate their black dots to represent the number that the teacher displayed.  **Math Stations**   * Trace and paste number activity. * Make play dough numbers on top of number template. This will assist with fine motor skills as well. * Stamp and trace numbers 0-5. Next, the children will pair up and each group will receive a baggy with numbers 0-5. One partner will pull out a number and show it to the other partner. That partner will have to name the number and count to that number. * This is an assistant lead station. The assistant will call out a number and the children will form that number in the shaving crème on a small cookie sheet. * Using teacher made dot cards the children will partner up and place corresponding unifix cubes on top of given dots. They will then rote count how many cubes they placed on the dot card. | | | | | |
| **Closing/Summarizing Strategy:** The teacher will review counting 0-5 orally with the children. Through question and answer time the teacher will quickly assess if the children are mastering the skill. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| * Use numbers higher than 5. * How many more dots will I need to have 10, etc? * Students can respond by writing/drawing the numbers. * Students will create a picture using 10 black dots. Using interactive writing, the students will create a sentence to match their picture. | | | * Use numbers smaller than 5 as a target number. * Use hundreds boards with numbers so students can count as they color. * Use dot cards so students can count out the numbers. * Using a bingo stamper assist children in stamping out dots that match a corresponding number. | | | * Model the task as many times as needed. * Break up each task into individual components. * Use a smaller target number. * Teacher begins counting for the students to get them started. |
| **Assessment(s):** (1)Teacher observation; (2) Counting dots correctly; (3) Listen to students rote count to 5; and (4) Trace and paste station. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |